

## Riverview Elementary

1434 Harris Road  
Fort Mill, SC 29715

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	437 Students	
<b>Principal</b>	Annette Chinchilla	803-548-4677
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Martha Kinard	803-548-1769

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	17	2	1	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Unsatisfactory	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Below Average	Yes

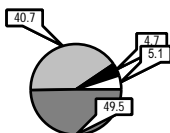
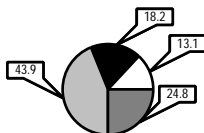
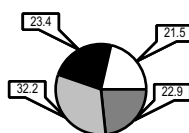
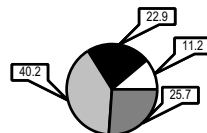
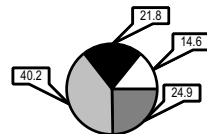
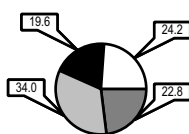
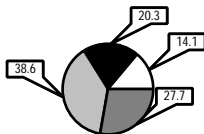
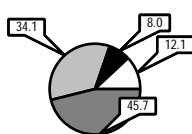
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	230	99.6	4.7	40.9	49.3	5.1	67.4	Yes	Yes
<b>Gender</b>									
Male	124	99.2	6.1	45.2	45.2	3.5	62.6		
Female	106	100.0	3.0	36.0	54.0	7.0	73.0		
<b>Racial/Ethnic Group</b>									
White	191	99.5	3.3	38.1	53.0	5.5	71.3	Yes	Yes
African American	30	100.0	14.8	55.6	25.9	3.7	44.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	188	99.5	4.0	39.9	52.0	4.0	68.2		
Disabled	42	100.0	7.1	45.2	38.1	9.5	64.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	230	99.6	4.7	40.9	49.3	5.1	67.4		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	99.6	4.7	40.4	49.8	5.2	68.1		
<b>Socio-Economic Status</b>									
Subsidized meals	64	98.4	13.0	44.4	38.9	3.7	51.9	Yes	Yes
Full-pay meals	166	100.0	1.9	39.8	52.8	5.6	72.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	230	100.0	13.0	43.5	24.5	19.0	63.9	Yes	Yes
<b>Gender</b>									
Male	124	100.0	12.1	40.5	26.7	20.7	64.7		
Female	106	100.0	14.0	47.0	22.0	17.0	63.0		
<b>Racial/Ethnic Group</b>									
White	191	100.0	9.3	44.0	25.8	20.9	68.7	Yes	Yes
African American	30	100.0	37.0	44.4	14.8	3.7	29.6	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	188	100.0	10.3	42.5	28.7	18.4	68.4		
Disabled	42	100.0	23.8	47.6	7.1	21.4	45.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	230	100.0	13.0	43.5	24.5	19.0	63.9		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	13.1	43.0	24.8	19.2	64.0		
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	25.5	45.5	18.2	10.9	45.5	Yes	Yes
Full-pay meals	166	100.0	8.7	42.9	26.7	21.7	70.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	230	100.0	21.3	32.9	22.7	23.1	45.8
<b>Gender</b>							
Male	124	100.0	23.3	31.0	25.0	20.7	45.7
Female	106	100.0	19.0	35.0	20.0	26.0	46.0
<b>Racial/Ethnic Group</b>							
White	191	100.0	15.4	33.5	25.3	25.8	51.1
African American	30	100.0	59.3	29.6	7.4	3.7	11.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	188	100.0	17.8	33.3	23.0	25.9	48.9
Disabled	42	100.0	35.7	31.0	21.4	11.9	33.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	21.3	32.9	22.7	23.1	45.8
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	21.0	32.7	22.9	23.4	46.3
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	40.0	32.7	21.8	5.5	27.3
Full-pay meals	166	100.0	14.9	32.9	23.0	29.2	52.2

<b>Social Studies</b>							
All Students	230	100.0	11.6	39.8	25.5	23.1	48.6
<b>Gender</b>							
Male	124	100.0	12.9	38.8	19.0	29.3	48.3
Female	106	100.0	10.0	41.0	33.0	16.0	49.0
<b>Racial/Ethnic Group</b>							
White	191	100.0	9.3	38.5	26.4	25.8	52.2
African American	30	100.0	22.2	51.9	22.2	3.7	25.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	188	100.0	10.9	37.4	26.4	25.3	51.7
Disabled	42	100.0	14.3	50.0	21.4	14.3	35.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	100.0	11.6	39.8	25.5	23.1	48.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	100.0	10.7	40.2	25.7	23.4	49.1
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	21.8	49.1	18.2	10.9	29.1
Full-pay meals	166	100.0	8.1	36.6	28.0	27.3	55.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	90	100.0	9.1	21.6	54.5	14.8	69.3
	4	82	100.0	15.2	31.6	49.4	3.8	53.2
	5	75	100.0	12.3	41.1	39.7	6.8	46.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	2	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	61	98.4	0.0	30.9	65.5	3.6	69.1
	4	79	100.0	2.6	47.4	40.8	9.2	50.0
	5	89	100.0	9.8	41.5	47.6	1.2	48.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	90	100.0	11.4	52.3	20.5	15.9	36.4
	4	82	100.0	8.9	34.2	32.9	24.1	57.0
	5	75	100.0	16.4	35.6	28.8	19.2	47.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	2	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	61	100.0	10.7	50.0	25.0	14.3	39.3
	4	79	100.0	15.8	35.5	25.0	23.7	48.7
	5	89	100.0	12.2	47.6	24.4	15.9	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	61	100.0	19.6	41.1	32.1	7.1	39.3
	4	79	100.0	23.7	35.5	15.8	25.0	40.8
	5	89	100.0	20.7	23.2	23.2	32.9	56.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	61	100.0	5.4	28.6	39.3	26.8	66.1
	4	79	100.0	7.9	50.0	17.1	25.0	42.1
	5	89	100.0	18.3	39.0	24.4	18.3	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 437)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.5%	100.0%
Retention rate	2.9%	Up from 1.2%	1.6%	3.0%
Attendance rate	95.5%	Down from 96.8%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	No change	2.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 3.6%	1.8%	3.2%
Eligible for gifted and talented	27.7%	Down from 31.5%	24.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Up from 5.4%	6.4%	8.2%
Older than usual for grade	0.2%	No change	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	52.4%	Up from 46.3%	52.9%	52.6%
Continuing contract teachers	81.0%	Down from 90.2%	85.8%	83.3%
Highly qualified teachers	75.7%	Down from 100.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 64.8%	87.7%	87.0%
Teacher attendance rate	94.3%	Down from 95.4%	95.5%	95.0%
Average teacher salary	\$39,826	Up 1.9%	\$42,662	\$41,703
Prof. development days/teacher	11.0 days	Down from 12.8 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 14.6 to 1	19.9 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 90.5%	91.2%	89.8%
Dollars spent per pupil*	\$6,741	Up 5.6%	\$5,687	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.7%	66.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	72.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In the 2004-2005 school year, Riverview was accredited by the Southern Association of Colleges and Schools. Our high levels of academic achievement and student improvement were rewarded with the distinguished Palmetto Gold Award. For the second year in a row, Riverview Elementary School met Adequate Yearly Progress as defined by the No Child Left Behind Act, recognizing our overall quality of academic and educational experience. We believe that such high achievement levels are the direct result of a talented teaching staff, quality programs and instruction, and a community committed to educational excellence.

Our daily Gifted and Talented instruction, inclusive Title 1 Reading and Math programs, after-school tutorial programs and homework Breakfast Club are evidence of strong academic curriculum and support. The incorporation of MAPS diagnostic testing this year has allowed teachers to create even more individualized learning experiences for our children. Teachers trained in "Best Practices in English Language Arts" enhance a critical component of our curriculum. Several new programs will help us bridge the school years. We are offering summer school to insure all children are ready for the new year. Our teachers have developed grade-level workbooks so that every child can practice daily skills to maximize retention and readiness for the next grade level. In addition, integrated technology with flexible scheduling for media and related arts allows us to maximize standards-based instruction.

Riverview Elementary carefully selects outstanding regional programs that educate as well as enhance our students' experience. Examples for those programs are: Character Education, DARE, Accelerated Reader and Math Superstars recognition, Camp Thunderbird's Environmental Education, Junior Achievement's Exchange City, and our 2nd grade swimming program partnering with the Leroy Springs Company.

Available extracurricular activities such as before-school chorus, recorder, and Disabilities Day raise our students' skills and awareness. The Rocket Mail Postal System, our daily televised news show - WRES, the 5th grade STARS (student council and community outreach group), a recycling program and the Shuttle Shop for student supplies provide unique experiences for increased student leadership and involvement.

In partnership with Fort Mill High School and Winthrop University, we augment our efforts with additional mentors and interns as well as encourage and train educators for the district and broader educational community. Key strengths and continued areas of focus for Riverview include the relationships with our parents and community supporters. A committed and engaged PTO, School Improvement Council, and volunteers are critical with the continued challenge of public education funding. Our school-wide Curriculum Fair, Open House, and our first Talent Show and Dinner showcasing both students and teachers have been very successful in engaging more and more parents in our children's educational experience. We have fun while fulfilling our own broader community commitment with support for a number of regional and national charitable organizations. These projects engage not only our staff and students, but also our community as a whole.

As we review yet another very successful year and plan for the next, we will work to provide each student the opportunity to maximize his or her individual learning experience in a challenging, safe, healthy environment.

Annette Chinchilla, Principal and Mary Mack, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	43	84	61
<b>Percent satisfied with learning environment</b>	97.6%	87.8%	86.9%
<b>Percent satisfied with social and physical environment</b>	100.0%	90.5%	83.6%
<b>Percent satisfied with school-home relations</b>	100.0%	89.3%	78.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.